

Review Sheet for EDG 4410 Exam 1

Test Format:

Three short answer sections:

- First section – two questions each worth 18 pts. Answer only one question.
- Second section – five questions each worth 6 pts. Answer only one question.
- Third section – three questions each worth 1 pt. Answer only one question.

Content to study:

Goals objectives:

The benefits of a learning goal.

A learning goal consists of the learner, observable student behavior, and criterion.

Be able to write a complete learning goal with all of its three components; be able to label the different components of a learning goal. Remember, include only ONE behavior per learning goal.

Example of a learning goal: The seventh grade math student will apply the proper rule of operations when solving equations with 100% accuracy.

Learner: The seventh grade math student

Observable behavior: will apply the proper rule of operation when solving equations

Criterion: 100% accuracy

***Do not memorize this goals objective or any in my notes for the exam. Write your own.**

Bloom's Taxonomy of Educational Objectives or Anderson & Krathwohl's Taxonomy

Be able to list the different levels of the cognitive domain and be able to write a simple objective that would require the student to function at each level. Also be able to explain what the student does at each level.

For example:

Level: Knowledge

What the student does: The student simply memorizes and recalls information.

Simple Objective: The student will list the 50 states of the United States.

PLC's

Be able to discuss the following characteristics of PLC's:

- Their purpose
- The types of things that teachers discuss in PLC's
- How PLC's are related to student progress folders

Direct Teach:

Be able to discuss the following information about a direct teach:

- Strategies that can be used to break up a lecture and engage students:
 - "Write to learn"
 - "Student/peer talk"
- The use of questioning in challenging students' understanding

Essential Question: Be able to discuss what it is and its purpose.

Scales: Be able to differentiate between a student-friendly scale and an academic scale for teacher use.

Lesson Plan: Be able to state the different parts of a lesson plan and define them.

Strategies: Strategy: Homebase (PLC) Group Guidelines Activity – This was the activity you did right after I grouped you into PLC's for the very first time. You came up with a PLC name, motto, and guidelines by which you would function.

Be able to describe how to implement this strategy, including stating the materials you would need to implement it. Be able to discuss its benefits and how you might use this strategy in your own class.

Strategy: Peer Editing

Be able to define peer editing and describe how to implement this strategy, including stating the materials you would need to implement it. Be able to discuss its benefits and how you might use this strategy in your own class.